

# KINDERGARTEN

Anchor Standard	Grades K-2 Inquiry Standards
<i>The student demonstrates an understanding of</i>	<i>Therefore, the student is able to</i>
<b>Anchor Standard 1</b> Developing Questions and Planning Inquiries	Inquiry Standard SS.K-2.1.1 Construct a variety of questions about social studies topics with guidance from adults and/or peers
	Inquiry Standard SS.K-2.1.2 Construct supporting questions to help answer compelling questions with guidance from adults and/or peers
<b>Anchor Standard 2</b> Gathering and Evaluating Sources	Inquiry Standard SS.K-2.2.1 Determine whether a source is primarily fact or opinion
	Inquiry Standard SS.K-2.2.2 Determine whether a source is primary or secondary
	Inquiry Standard SS.K-2.2.3 Gather facts from teacher and/or adult-curated sources to answer questions
<b>Anchor Standard 3</b> Creating Claims	Begins in grades 3-5
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<b>Anchor Standard 4</b> Communicating Conclusions	Inquiry Standard SS.K-2.4.1 Construct explanations using correct sequence and relevant information
	Inquiry Standard SS.K-2.4.2 Respectfully ask and answer questions about arguments and explanations
	Inquiry Standard SS.K-2.4.3 Present explanations using a variety of print, oral, and digital technologies
<b>Anchor Standard 5</b> Taking Informed Action	Inquiry Standard SS.K-2.5.1 Identify problems or issues in classrooms, schools, or communities
	Inquiry Standard SS.K-2.5.2 Identify ways in which people are trying to address problems or issues in classrooms, schools, or communities
	Inquiry Standard SS.K-2.5.3 Use deliberative and democratic procedures (e.g., listening, consensus building, voting) to identify ways to take action on classroom, school, or community problems or issues
	Inquiry Standard SS.K-2.5.4 Show evidence of taking individual or group action on one or more problems or issues

Theme 1	Working Together		
<b>Sample Compelling Questions</b>	<ul style="list-style-type: none"> <li>• Why do we need rules?</li> <li>• Why do rules sometimes change?</li> </ul>		
Anchor Standard	Topic	Content Standard	Sample Content/Concepts
<i>The student demonstrates an understanding of</i>		<i>Therefore, the student is able to</i>	
<b>Civics Anchor Standard 8</b> Processes, Rules and Laws	Rights and Responsibilities	<b>Content Standard SS.K.1.8.1</b> Compare rules that apply in different settings and evaluate the consequences of following or not following rules	<ul style="list-style-type: none"> <li>• <b>Rules:</b> classroom, library, playground, home, park, store</li> <li>• <b>Consequences:</b> disciplinary action, increased or revoked privileges, rewards</li> </ul>
<b>Civics Anchor Standard 8</b> Processes, Rules and Laws	Principles and Values of Democracy	<b>Content Standard SS.K.1.8.2</b> Determine ways that people can work together effectively to make decisions	<ul style="list-style-type: none"> <li>• <b>Working Together:</b> active listening, cooperation, equal access to resources, group rules, inclusion of all voices</li> </ul>
<b>Civics Anchor Standard 7</b> Civic Virtues and Democratic Principles	Principles and Values of Democracy	<b>Content Standard SS.K.1.7.3</b> Compare roles and responsibilities of self and others at home, at school, and in neighborhood settings	<ul style="list-style-type: none"> <li>• <b>Role of Self:</b> classmate, community member, family member, friend</li> <li>• <b>Roles of Others:</b> classmates, employees, family members, friends, neighbors, police officers, teachers</li> <li>• <b>Responsibilities:</b> active participation, chores, enforcing rules, following rules, respect for yourself and others, work duties</li> </ul>

Theme 2		Myself and My Family	
Sample Compelling Questions		<ul style="list-style-type: none"> <li>• How does what you do affect others?</li> <li>• Why do people see things differently?</li> </ul>	
Anchor Standard	Topic	Content Standard	Sample Content/Concepts
<i>The student demonstrates an understanding of</i>		<i>Therefore, the student is able to</i>	
<b>History</b> <b>Anchor Standard 17</b> Change, Continuity and Context	Chronological Thinking	<b>Content Standard SS.K.2.17.1</b> Sequence important events in your life	<ul style="list-style-type: none"> <li>• <b>Time:</b> today, yesterday, long ago, before, after, younger, older, beginning, middle, end, days, weeks, months</li> <li>• <b>Events:</b> birthdays, family functions, family travel, holidays</li> </ul>
<b>History</b> <b>Anchor Standard 19</b> Causation and Argumentation	Cause and Effect	<b>Content Standard SS.K.2.19.2</b> Explain the effects of an event in your life	<ul style="list-style-type: none"> <li>• <b>Events:</b> celebrated a birthday, celebrated a holiday, made a new friend, played a game, visited family, went shopping</li> <li>• <b>Effects:</b> felt happy, gave someone a gift, received a gift, tasted new food, won or lost a game</li> </ul>
<b>History</b> <b>Anchor Standard 18</b> Perspectives	Differing Viewpoints	<b>Content Standard SS.K.2.18.3</b> Describe an event from two different perspectives	<ul style="list-style-type: none"> <li>• <b>Initial Understanding of Point of View:</b> daily activities, fairy tale characters' perspectives, sympathy, perspective, proximity to situation</li> </ul>

Theme 3		Needs and Wants, Spaces and Places		
Sample Compelling Questions		<ul style="list-style-type: none"> <li>• How does where we live affect how we live?</li> <li>• Why can't we have everything we need and want?</li> </ul>		
Anchor Standard	Topic	Content Standard	Sample Content/Concepts	
<i>The student demonstrates an understanding of</i>		<i>Therefore, the student is able to</i>		
<b>Economics</b> Anchor Standard 9 Economic Decision Making	Choice	<b>Content Standard SS.K.3.9.1</b> Give examples of how scarcity affects your daily choices	<ul style="list-style-type: none"> <li>• <b>Scarcity:</b> in the classroom (e.g., supplies, technology), at home (e.g., toys, money, living space), in the community (e.g., playground, parks, police)</li> <li>• <b>Choices:</b> conserve, give, pay more, save, share</li> </ul>	
<b>Economics</b> Anchor Standard 10 Exchange and Markets	Limited Resources and Choice	<b>Content Standard SS.K.3.10.2</b> Describe differences between needs and wants	<ul style="list-style-type: none"> <li>• <b>Differences:</b> often determined by different perspectives and values</li> <li>• <b>Needs:</b> air, water, food, shelter</li> <li>• <b>Wants:</b> phone, television, toys</li> </ul>	
<b>Geography</b> Anchor Standard 13 Geographic Representations: Spatial Views of the World	Spatial Representation	<b>Content Standard SS.K.3.13.3</b> Examine physical characteristics on maps and globes using positional words	<ul style="list-style-type: none"> <li>• <b>Physical Features:</b> cities, mountains, oceans, roads, volcanoes</li> <li>• <b>Positional Words:</b> above, below, near, far, left, right, and cardinal directions</li> </ul>	
<b>Geography</b> Anchor Standard 15 Human Population: Spatial Patterns and Movements	Movement	<b>Content Standard SS.K.3.15.4</b> Describe how and why people move from place to place	<ul style="list-style-type: none"> <li>• <b>How:</b> animal, bike, boat, bus, car, jitney, plane, subway, train, walk, ship</li> <li>• <b>Why:</b> adventure, job, school, war, weather</li> </ul>	